

INTRODUCTIONS

LEARNING OUTCOMES IN FOCUS

Students should be able to:

1.10 convey simple descriptions, presentations or announcements on familiar topics.

OR

1.22 produce and edit texts and interact with others in writing using appropriate digital technologies.

AND

2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate.

3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons.

LEARNING INTENTIONS

We are learning to:

- state age and birthdays as a French speaker would.
- understand the difference between the use of the correct form of the possessive adjectives in French and English.
- create and share information about ourselves and our families using digital technology.

TEACHING AND LEARNING CONTEXT

This task is given to 1st years. So far, they have been encouraged to speak and write about themselves in the target language. The students have learned the vocabulary of the family members, numbers to 100, the present tense of the verbs *avoir* (focusing on its use for age), *être* and *s'appeler*, as well as the possessive adjectives *mon*, *ma*, *mes*. The students use netbooks in class and all work is accessed through technology.

TASK

Students create a presentation to introduce themselves and describe their family members.

SUCCESS CRITERIA

I can:

- SC1** give information about myself and my family which includes name, age, and birthday in an appropriate format.
- SC2** discuss my family members using possessive adjectives correctly.



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TEACHER ANNOTATIONS USING THE SUCCESS CRITERIA

The annotations capture observations by the teacher, using the success criteria, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

- SC1:** Although there are many errors in pronunciation, the student has successfully introduced himself and his family including all elements outlined in the success criteria. The student chose an oral delivery and therefore frequent basic errors in pronunciation of elements outlined in the success criteria must be taken into consideration e.g. errors in the pronunciation of the final syllable. Many sentences would be difficult to fully understand.
- SC2:** The student has correctly used the possessive adjectives on several occasions when talking about both himself and the members of his family. The student correctly uses '*ma mère*', '*ma famille*', '*mon anniversaire*'. The student uses '*ma père*' instead of the masculine form however the overall understanding of the possessive adjectives and gender of nouns is apparent.

OVERALL JUDGEMENT



IN LINE WITH EXPECTATIONS



Exceptional



Above expectations



In line with expectations



Yet to meet